LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gateway College and Career Academy
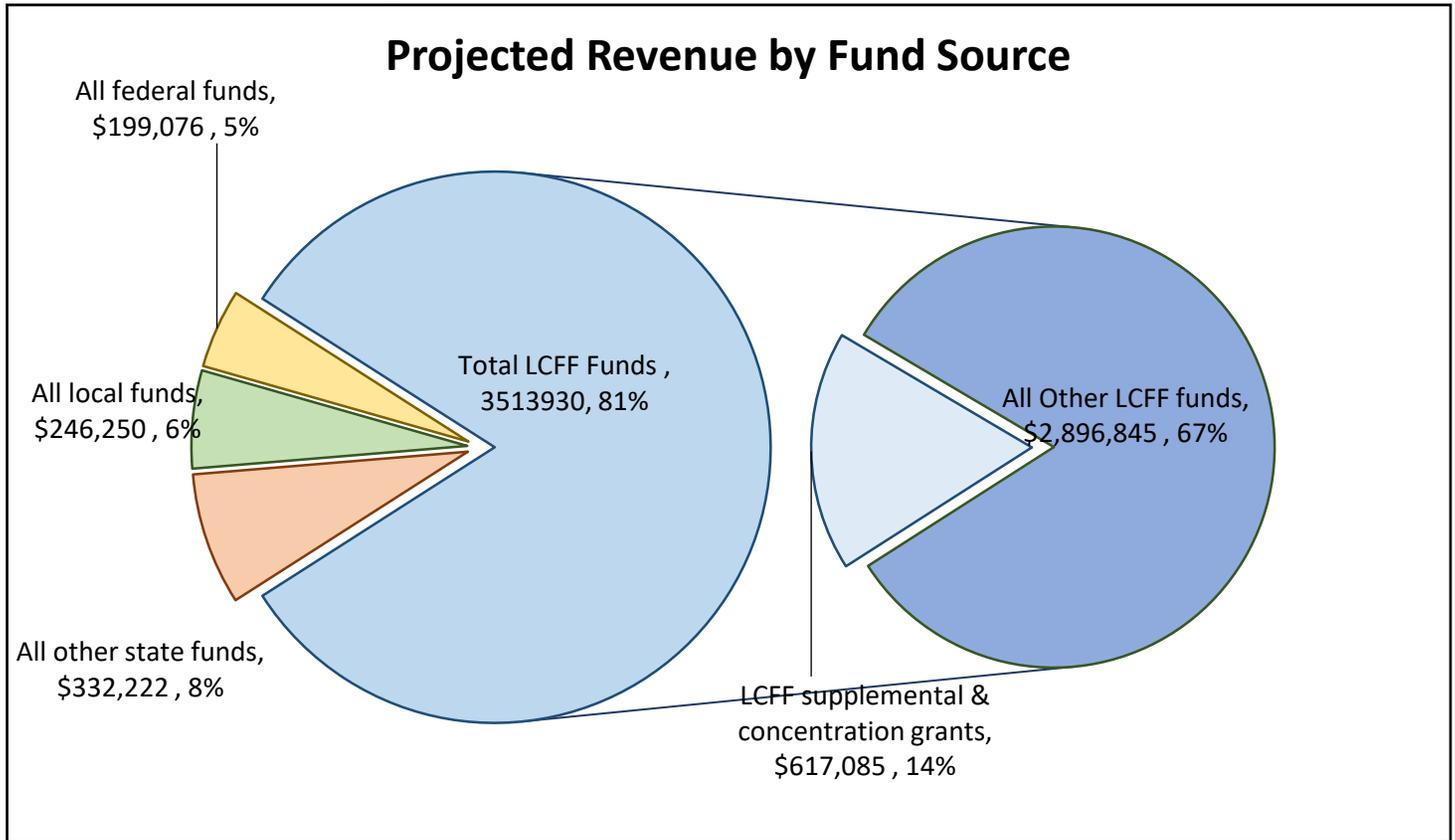
CDS Code: 3310333000128770

School Year: 2023-2024

LEA contact information: Samantha Di Salvio, 951-222-8916, samantha.hager@rcc.edu

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-2024 School Year
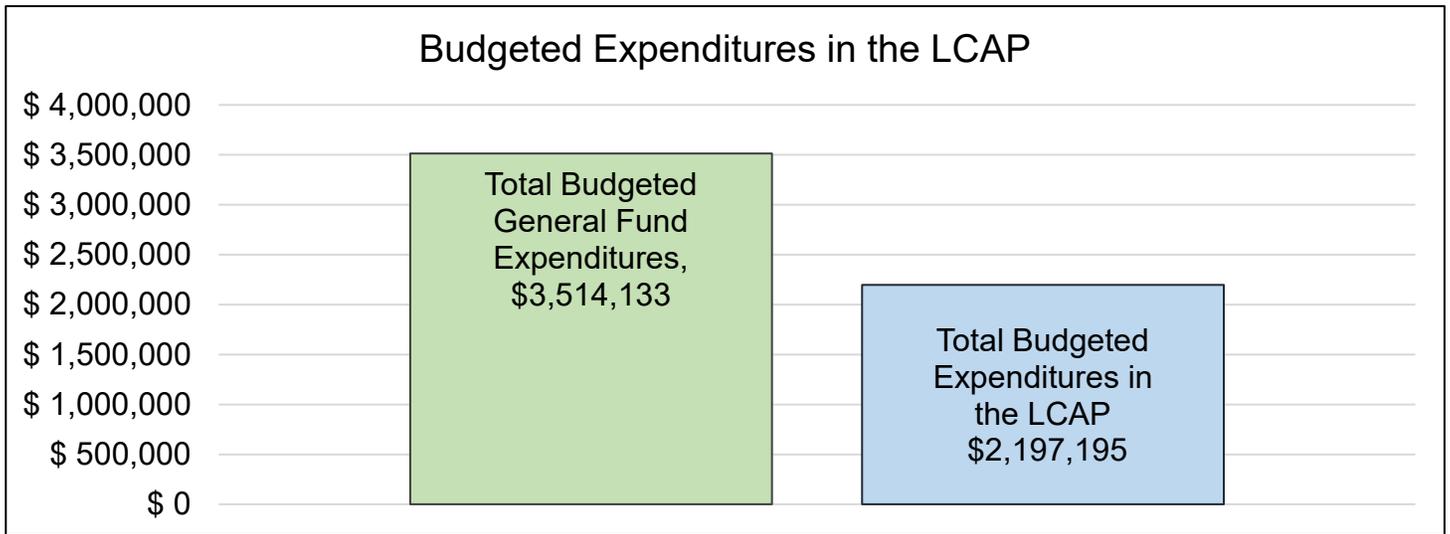
Projected Revenue by Fund Source

All federal funds, $199,076 , 5%

All local funds, $246,250 , 6%

All other state funds, $332,222 , 8%

Total LCFF Funds , 3513930, 81%

All Other LCFF funds, $2,896,845 , 67%

LCFF supplemental & concentration grants, $617,085 , 14%

This chart shows the total general purpose revenue Gateway College and Career Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gateway College and Career Academy is $4,291,478.00, of which $3,513,930.00 is Local Control Funding Formula (LCFF), $332,222.00 is other state funds, $246,250.00 is local funds, and $199,076.00 is federal funds. Of the $3,513,930.00 in LCFF Funds, $617,085.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,514,133	Total Budgeted Expenditures in the LCAP $2,197,195

This chart provides a quick summary of how much Gateway College and Career Academy plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gateway College and Career Academy plans to spend $3,514,133.00 for the 2023-2024 school year. Of that amount, $2,197,195.00 is tied to actions/services in the LCAP and $1,316,938.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
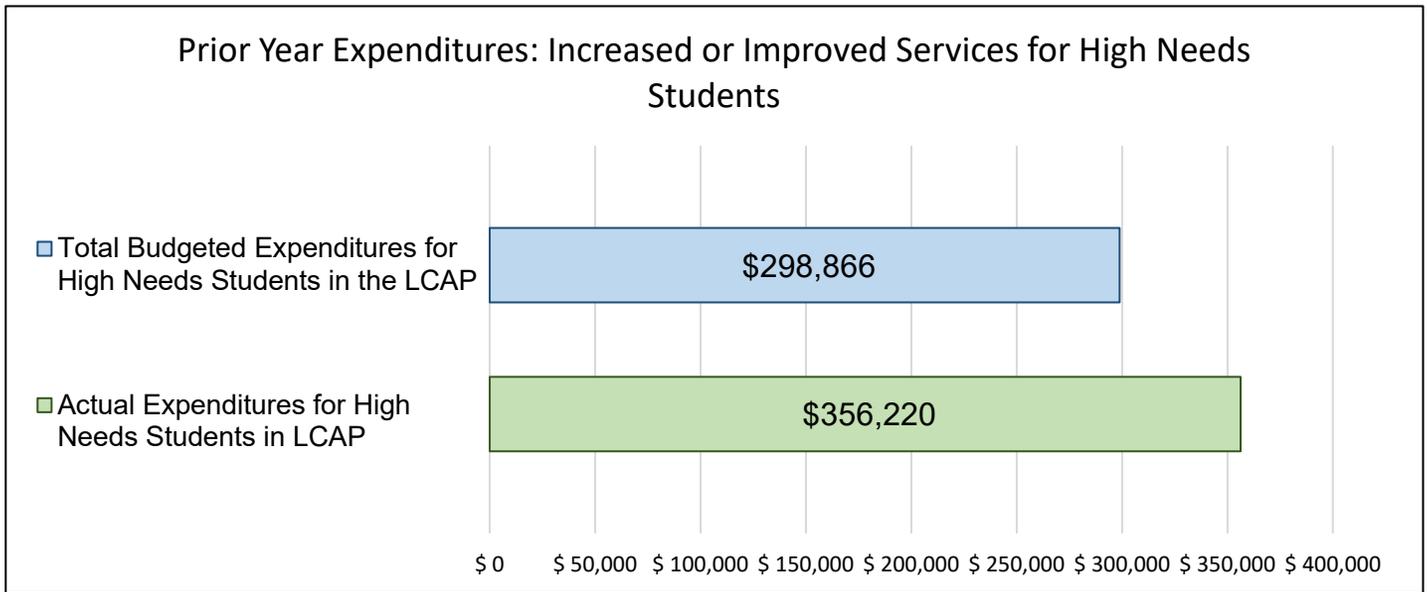
Salaries and Benefits of Certificated Staff: Executive Director.Non Instructional Classified staff including: Chief Business Officer, Business/Hr Manager, Clerk. General Operations including insurance, dues and memberships, leases of equipment, employment costs, and facilities updates.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Gateway College and Career Academy is projecting it will receive $617,085.00 based on the enrollment of foster youth, English learner, and low-income students. Gateway College and Career Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Gateway College and Career Academy plans to spend $617,085.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-2023

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$298,866
☐ Actual Expenditures for High Needs Students in LCAP	$356,220

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000 $ 400,000

This chart compares what Gateway College and Career Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gateway College and Career Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-2023, Gateway College and Career Academy's LCAP budgeted $298,866.00 for planned actions to increase or improve services for high needs students. Gateway College and Career Academy actually spent $356,220.00 for actions to increase or improve services for high needs students in 2022-2023.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gateway College and Career Academy	Miguel Contreras, Executive Director	miguel.contreras@rcc.edu

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Gateway College and Career Academy (GCCA) is an alternative high school located on the campus of Riverside City College (RCC). GCCA was authorized by the Riverside County Office of Education (RCOE) in 2013 and was renewed in 2018. GCCA's primary focus is to engage struggling high school students who are not on track to graduate. The school does this by refocusing students on their education and preparing them for college and a career as a pathway to post-secondary success.

GCCA students arrive at the school from many districts throughout Riverside County. Most are not on track to graduate, or they may have stopped attending school. On average, new GCCA students are 16.5 years old and have completed 90 high school credits at the time they enroll.

Students at GCCA take a blend of high school, college-level, and virtual credit recovery courses. This allows them to complete their high school diplomas and earn significant college credit while still in high school.

GCCA's staff and faculty support students by providing innovative and engaging instruction and holistic support. The school is proud to be an alternative for students and families who need a challenging and highly supportive alternative school environment.

GCCA is a Dashboard Alternative School Status Community of Practice school (DASS COP) under California Department of Education criteria. GCCA's charter is approved through June 30, 2025.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

- The following are some of the successes and progress observed during the review of 2021-22 and 2022-23 Dashboard and local data:

- DASS Graduation: The projected alternative graduation rate for 2022-23 is 94%. This is a potentially huge increase of 22% over last year's rate. This potential increase is due to a number of factors, including the expansion/improvement of new attendance/participation options and increased/improved actions for student support focused on student success.
- Positive Transition Rate was reported for the first time in 2021-22 and showed a strong initial achievement of 78%. This metric illustrates that a significant number of students who do not graduate at GCCA move forward to positive educational and/or career outcomes.
- ELPAC Participation Rate: The 2022-23 preliminary ELPAC participation rate for the school is 100%. This is above the state average of 90%, and a 30% increase from the 2021-22 participation rate. The high participation rate is a testament to the school's commitment to ensuring that all students have the opportunity to participate in the ELPAC.
- Youth Truth Survey: The school scored in the top percentiles in key measures in the Youth Truth Survey. This survey is a statewide survey of students in grades 6-12. The survey measures student perceptions of their school climate, academic progress, and social-emotional well-being. The school's high scores on the Youth Truth Survey are a reflection of the positive school climate and the school's commitment to student success.
- Increasing/Improving Supports for Unduplicated and SPED Students: The school has increased and improved supports for unduplicated and SPED students. This includes providing additional academic support, social-emotional support, and behavioral support. The increased supports have resulted in improved outcomes for these students.
- The schoolwide course success rate increased by 3%.
- Suspension and expulsion rates were maintained at 0%.
- Maintained a high attendance/daily engagement rate of 98.8%
- Responded to Unprecedented Enrollment Growth Mid-Year: The school responded to unprecedented enrollment growth by adding staff and resources. The school was able to successfully accommodate the increased enrollment and continue to provide high-quality instruction and support to all students.
- Community School Planning Activity and Needs Assessment: The school completed a Community Schools Planning Activity and Needs Assessment. This assessment identified the school's strengths and weaknesses and developed a plan to address the school's needs. The plan includes goals for academic improvement, social-emotional well-being, and school climate.
- Career Week: The school held a Career Week in which students had the opportunity to learn about different career paths. The week included presentations from professionals in a variety of fields, as well as hands-on activities. The Career Week was a valuable opportunity for students to learn about their options and to start thinking about their future careers.
- Achieved "Met" status for all Dashboard Local Indicators.
- The successes and progress described above are a testament to the hard work and dedication of the school's staff, students, and parents. The school is committed to providing a high-quality education for all students and will continue to work hard to improve student outcomes.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Based on our review of Dashboard and local data the following are our areas that need significant improvement:
- Student Connections, Engagement, and Feelings of Belonging: Though Gateway scored in the higher percentiles among California schools in the areas on school culture, engagement, and academic challenge, the 2022-23 survey results were lower than in past years. The Youth Truth Survey shows that more students than usual feel disconnected from school and their peers. This is a significant concern, as it can lead to poor academic performance and dropout. The school is working to address this issue by investing time and resources into creating a more positive school climate, providing more opportunities for student engagement, and supporting students' social-emotional well-being. These actions will be especially focused on our virtual and hybrid students.
- Continued Focus on DASS Graduation Rate: The school has made noteworthy progress in increasing its DASS graduation rate (72.3% in 2021-22 and tentatively 94% in 2022-23). However, there is still room for improvement. The school is working to continue to increase its graduation rate by providing more academic support, early intervention services, college/career counseling, and improving its expanded learning/participation options. GCCA is increasing the number of teachers, counselors, and counseling technicians for the 2023-24 school year. These actions/services address performance gaps for socioecomically disadvantaged and Hispanic students identified as part of the GCCA Additional Targeted Support and Improvement (ATSI) plan.
- Dropout Rate: The school's dropout rate is higher than the state average. The school is working to reduce its dropout rate by providing more academic support, early intervention services, and meeting additional needs through our implementation of the Community School model.
- MAP Assessment Achievement: The school's MAP Assessment achievement is lower than the state average. The school is working to improve its MAP Assessment achievement by providing more targeted instruction, providing more opportunities for students to practice for the assessment, and providing more support for students who are struggling. Included with these actions are the addition of a new assessment, curriculum and instruction coordinator, new FT teacher, and the implementation of the "Exact Path" targeted academic intervention system.
- Capturing Accurate CCI (College & Career Indicator): The school is not currently capturing accurate CCI data due to the recent lack of state reporting. Additionally, there are concerns that dual enrollment college units earned by some GCCA students are not being captured in CALPADS. This is a significant concern, as it makes it difficult to track student progress and identify students who may be at risk of falling behind. The school is working to improve its CCI data collection process by providing more training for staff on how to collect CCI data and by developing a more efficient data collection system.
- Facilities Improvements and Expansion: The school's facilities are in need of improvement and expansion. The school will complete several facilities improvement projects in 2023-24, including replacing worn flooring, window shades, and classroom furniture. GCCA will also explore additional classroom and workspaces in partnership with Riverside City College.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

GCCA continues its commitment to providing students with a variety of school options that meet their individual needs. In addition to traditional seat-based instruction, the school is offering live virtual, independent study, hybrid simultaneous instruction, credit recovery, and dual enrollment programs. These options will allow students to learn in the way that best suits them and to take advantage of the latest educational technologies.

The 2023-24 LCAP includes actions and services to address student perceptions of connectedness and engagement in the school. The school is planning new actions and services meant to foster a positive school culture and allow students and families to connect with the school and fully understand all the resources they can access. Staffing for the virtual, hybrid, and dual enrollment programs is being increased/improved. Additional counselors, teachers, and instructional support personnel will join the team to meet the needs of these students. Access to support through instructional assistants will be increased. This will allow teachers to focus on instruction and will provide students with the extra help they may need. This will ensure that students have access to the resources they need to be successful.

The school is committed to continuous improvement in instruction and curriculum. In addition to the regular professional development opportunities for teachers, the school is adding a Coordinator of Assessment, Teaching, and Learning. This position will be responsible for developing and implementing a comprehensive plan for instructional improvement.

The school is committed to providing English language learners (ELs) with the support they need to succeed. In addition to added bilingual instructional assistants, the school is implementing the "Exact Path" learning modules based on MAP assessment results, and an ELL Newcomer class. These actions/services are designed to help ELs develop their language skills and academic content knowledge.

Additional highlights in the 2023-24 plan include:

-Making improvements to facilities to address health, safety, access, and campus culture. These improvements will create a more welcoming and supportive environment for students and staff.

-Maintaining the year-round dual enrollment program. This program allows students to take college courses while still in high school. Dual enrollment can help students become more engaged, accelerate learning, earn significant college credit by the time they graduate, and save money on future college expenses.

-Maintaining its strong college and career readiness activities. These activities include dual enrollment Guidance courses, college/CTE site visits, and continuation of K-12 Strong Workforce Program CTE certificate pathways. These activities will help students to become more engaged and develop the skills and knowledge they need to succeed in college and in the workforce.

-Increasing early academic and social/emotional interventions by closely monitoring student performance and providing timely support with closer collaboration between teachers, counselors and academic support teams. These interventions will help students to stay on track academically and to succeed in school.

-Increasing mental health support services in partnership with RCC Student Health/Psychological Services and community-based partners including Art Therapy, Cup of Happy through Operation Safehouse, MFI Recovery, and Lifesource. These services will help students to develop their mental health and emotional well-being.

-Continuing to provide students, families, and partners with opportunities to engage in online and in-person activities. These activities include GCCA's Youth Council, Open House events, and Parent Nights. These activities will help students to develop their leadership skills, to connect with their community, and to make positive peer connections.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Single school LEA: Gateway College and Career Academy

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

As a single site LEA and DASS Community of Practice School, GCCA will continue to support the development of CSI and ATSI plans by integrating the process with the existing cycle of inquiry and continuous improvement utilized for the LCAP. This process ensures that strategies and resources are in alignment and that a comprehensive needs assessment is conducted annually. The planning process will be coordinated by the school's leadership team and will be supported by faculty and staff. The leadership team will meet weekly to evaluate the implementation of strategies, actions, and services, and will monitor progress with available formative data to ensure all elements of the comprehensive needs assessment are being addressed. CSI and ATSI planning are embedded in the school's existing LCAP development process. All the LCAP goals address the school's CSI improvement area of graduation rate and ATSI academic performance and graduation rates for socioeconomically disadvantaged and Hispanic students. The planning process includes regular meetings among teams that include monitoring of key metrics, the development of timely and effective interventions, and the input of stakeholder groups. The key data points being monitored by the school include DASS graduation rate, DASS college/career readiness indicator, college units earned, and student perceptions around academic rigor, college and career readiness, school climate, and student engagement. Actions and services aimed at addressing CSI and ATSI improvement areas are developed during this continuous planning and monitoring process. Stakeholder groups that are included in our CSI and ATSI planning processes include: students, parents/guardians, school staff and faculty, and members of the governing board. Staff, faculty, and board members are engaged through our regular team meetings and board meetings, while students and staff participate in annual surveys and team reflection and input sessions. Draft plans are created, and input is sought out

leading up to adoption of the plan by the board of directors during its regular meetings. Input from GCCA stakeholders remained consistent with previous years. Surveys, information sessions and input sessions indicate continued approval of and satisfaction with the following services and actions provided by GCCA:

• Access to community college courses

• Expanded support for new students

• Feeling a part of supportive community with constant communication from staff and teachers

• Friendly staff, teachers and counselors

• Expanded extracurricular programs/activities

• Expanded school program participation options (virtual, hybrid, credit recovery)

• Intervention programs

• Effective summer school program

• Attendance motivation

• Access to technology resources

• Safe school climate/environment

• Resources for advanced students

• Effective student leadership opportunities

• Home to school communication

Stakeholder input continues to confirm our direction and priorities in the coming year. Our two highest priorities will be to effectively support new students and to further develop college and career readiness and access. With continued positive results over the past year, GCCA will continue to provide supplemental academic support, English Learner support, and nutrition/school lunch. Stakeholders concluded that support for the following was necessary, and our plan includes these additions:

• Strengthening the alignment between our high school curriculum and the college Guided Pathways and Career Technical Education programs

• Developing more robust work readiness and work experience resources

• Continuing to develop our EL support program in alignment with the state English Learner Road Map.

• Expanding opportunities for virtual live instruction, independent credit recovery, and hybrid courses/class schedules.

Resource Inequities:

The LEA analyzed student performance data in the areas of course success rates, academic skills assessments, graduation rate, and student engagement to determine how to address potential resource inequities. The data analysis was conducted as part of the annual LCAP development process. As a result of the data analysis, it was determined that actions and services for high needs students, including English Learners, socioeconomically disadvantaged, and Hispanic students needed to be provided utilizing CSI and Supplemental/Concentration funds. The supported actions and services to target services for these student groups include increased staffing, teacher coaching, supplemental academic support and instruction, nutrition, credit recovery, college dual enrollment, expanded school participation options, extended school year, and continuing the implementation of Positive Behavior Interventions and Supports. GCCA will continue to monitor all potential data points to assess the effectiveness of the actions and services and make necessary adjustments as quickly as possible.

Specific planned evidence-based interventions and resources include:

• Digital subscriptions to academic assessments and content to support arithmetic, pre-algebra, and algebra 1 courses. Supports the implementation of expanded supplemental support and skills development activity to promote college ready academic skills.

• Professional development for counseling staff. Supports the implementation of strong strategies and best practices for implementing equity focused student support.

• College textbooks and materials for dual enrollment courses at Riverside City College. Dual enrollment courses support student engagement and motivation towards graduating and starting a post-secondary pathway.

• Access to digital credit recovery program utilized to enable students to complete necessary graduation required courses when classroom-based options are not available or appropriate. Supports the implementation of a flexible, rigorous, and timely credit recovery intervention for high needs students.

• Instructional coach to work with our teachers throughout the year. Coach provides in-person and remote support for teachers in assessing their instructional practices and implementing improvements.

• Extended school year. Teachers and Academic Support staff for our 6-week summer school session. Supports the implementation of a regular summer school session aimed at accelerating progress or credit recovery toward diploma requirements.

• Operations on the Riverside City College campus. Services include facilities access and maintenance, lunch program operation, IT support, and access to student life and support programs. Operating on a college campus promotes high expectations for students, prepares students to continue in post-secondary education after graduation, and increases student engagement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

GCCA will monitor its CSI and ATSI plans in conjunction with the implementation of its LCAP by doing the following:

● Conducting stakeholder meetings to review LCAP/CSI/ATSI Plan progress.

- Making LCAP/CSI/ATSI Plan progress a recurring agenda item for the weekly leadership team meeting.

- Reviewing LCAP/CSI/ATSI Plan goals and actions/services at the fall all-staff meeting.

- Collecting and analyzing performance data at the end of each academic term (fall, winter, spring).

- Providing professional development at the beginning of the school year to review anticipated outcomes and actions contained in the LCAP/CSI/ATSI Plan.

- Supervise and evaluate implementation as part of teacher/counselor/aide/coordinator evaluations.

- Disaggregate and analyze formal and informal assessment data to identify areas needing improvement systemically, as well as for individual students and staff.

- Engaging staff during team meetings (teachers and counselors) in discussions about current student support and school improvement methods and ways we can improve.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Ongoing

The leadership team conducted ongoing meetings to review the implementation and progress of 2022-2023 LCAP, CSI, and ATSI actions and services. Recommendations for changes, or new actions and services, based on observations and experiences of key educational partners were made throughout the school year. On May 19th, a school wide input session was held to include all teachers, counselors, academic support, administrators, and administrative support staff. Parents/guardians are regularly contacted by our counseling team to update them on their student's progress and receive feedback on the effectiveness of the interventions being conducted. In addition, new parent and community member engagements actions were launched during the 2022-23 school year. Beginning in 2022-23, additional information is being gathered and analyzed for ATSI identified achievement gaps for socioeconomically disadvantaged and Hispanic students.

Fall 2023

Community Schools Coordinator participated in ongoing training, professional development, and networking opportunities to strategize the execution of the newly acquired California Community Schools Partnership Program planning grant (CCSPP). The coordinator provided general awareness and education about the Community School Model to stakeholders and worked with a consultant for analysis of existing relevant data and completing a comprehensive needs assessment.

February 2023

The Executive Director provided a report to the GCCA Board of Directors that included a brief description of the progress made to date on the 2022-23 LCAP and CSI plans.

Geographic Information System (GIS) Mapping project completed to further identify assets and gaps in community resources as part of the CCSPP planning grant.

April 2023

GCCA administered the 2022-23 Youth Truth Survey to the entire student body, parents/guardians, and staff to capture data that will be used to guide improvements related to student engagement and campus climate for the 2023-24 school year.

The Gateway Community Advisory Team (GCAT) and Gateway Community Advisory Council (GCAC) meetings were established and scheduled for the remainder of the school year and through the 2023-24 school year. These teams are made up of GCCA staff, students, parents and community members including educational partners.

Staff hosted a "Parent Voices" focus group session to gather input from current parents to inform LCAP, CSI, and ATSI plans.

May 2023

School staff administered the GCCA Community Survey to students, parents, teachers, counselors, and other school staff to collect feedback on the school's resources, educational program, and student support services during the Spring Open House event.

A public hearing to review 2022-23 LCAP development was held during a GCCA board meeting, allowing additional members of the public, who did not comment previously, to provide testimony for the development of the LCAP update.

Conducted focus groups/interviews of graduating seniors to be used for comprehensive needs assessment

June 2023

Community School Coordinator continued community needs assessment with the assistance of community members, parents, students, and staff.

At the regular June GCCA Board of Directors meeting, Directors approved the 2023-24 LCAP submission.

A summary of the feedback provided by specific educational partners.

Surveys and information/input sessions indicate continued approval of and satisfaction with the following services and actions provided by GCCA:

• Access to community college courses (Parents, Students, GCCA Teachers, Counselors, Administrators)

• Access to varied and flexible program access options (Parents, Students, GCCA Teachers, Counselors, Administrators)

• Intervention programs/access to academic support (Students and GCCA Teachers, Counselors, Administrators)

• Effective instruction that promotes college rigor within a supportive learning environment (Students)

• Effective summer school program (Students and Parents)

• Attendance motivation and engagement resources (Students)

Surveys, information/input sessions indicate a need for expanding/improving the following:

• Access to bilingual services and information (GCCA Teachers, Counselors, Administrators, Parents)

• Improved timely communication on student grades, attendance and participation for parents (Parents, Administrators)

• Increased access to fieldtrips (Parents, Students)

• Increased/improved opportunities for student engagement in both virtual and in-person settings (Parents, Students)

• Increased/improved resources to created connections and community among virtual and hybrid students (Students)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

• Maintaining varied program participation options and flexible scheduling. GCCA will continue to offer various program options to include in-person daily classes and support, hybrid classes, classes designed for in-person and virtual students simultaneously, independent study, college dual enrollment and credit recovery.

• Increasing/improving mental health services through multiple partnerships with local service providers, including access to art therapy and other wellness activities and events.

• Increasing counselors, teachers, and academic support staffing to ensure there are enough personnel available to work with students.

• Increasing bilingual staffing and resources.

• Increased field trips and engagement activities for students.

• Implementation of "Family Resource Fair" event

• Holding multiple parent input/engagement sessions during the school year.

• Improving resources for parents' access to information and communication.

• Expanding academic support.

Goals and Actions

Goal

Goal #	Description
1	GCCA students will demonstrate the acquisition of academic skills and knowledge aligned with the state standards.

An explanation of why the LEA has developed this goal.

GCCA students need an effective, comprehensive academic education program that accommodates individual challenges within the traditional high school setting in order to obtain their high school diplomas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 20-21	Year 2 Outcome 21-22	Year 3 Outcome 22-23	Desired Outcome for 2023–24
Dashboard Academic Progress Indicator: ELA/Math	Not enough eligible test takers	Data not published	"Very Low"	Pending Results	TBD
Alternative Metric: ELPAC Participation	45%	64.29%	68.75%	100% (preliminary)	95%
Alternative Metric: ELPAC Growth	80% of ELs are making progress toward English Language Proficiency	Data not published	Data not published	Pending Results	90%
Alternative Metric: MAP Assessment Reading Student Growth Percentile	N/A: Adopted in 2021-22	N/A	33.3% (pilot year)	35.6%	60% in 40th Conditional Growth Percentile or higher

Metric	Baseline	Year 1 Outcome 20-21	Year 2 Outcome 21-22	Year 3 Outcome 22-23	Desired Outcome for 2023–24
Alternative Metric: MAP Assessment Math Student Growth Percentile	N/A: Adopted in 2021-22	N/A	45.7% (pilot year)	43.9%	60% in 40th Conditional Growth Percentile or higher
EL Student Reclassification Rate	N/A: Adopted in 2022-23	N/A	N/A	Pending Results	TBD
Maintain EL Coordinator Position	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually
CalSass Report Misassignments	N/A: Adopted in 2021-22	1	0	Pending Results	0
Standards Aligned Instructional Materials Audit	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually
Annual OSHA Inspection	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually
Academic Content and Performance Standards Audit	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually
Annual Parent Input/engagement Survey	N/A: Adopted in 2021-22	N/A	Administered	Administered	Administer Annually
Broad Course of Study: Maintain Dual Enrollment program	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually

Metric	Baseline	Year 1 Outcome 20-21	Year 2 Outcome 21-22	Year 3 Outcome 22-23	Desired Outcome for 2023–24
Maintain Instructional Support Program for Unduplicated and Exceptional Needs Students	N/A: Adopted in 2021-22	N/A	Completed	Completed	Completed Annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards Based Instruction.	● Provide standards-based education programs through the implementation of evidence-based instructional strategies that engage all students in learning within all school settings. ● Augment curriculum with material that is culturally relevant and responsive to our population, utilize recurring school-wide and classroom formative and summative assessments to inform best practices, and develop students' skills for the 21st century college and career workforce, such as: effective use of technology, time management, communication, critical thinking, research, and collaboration.	$339,157	N
2	Broad Access to Academic Supports and Interventions	Provide academic supports for all students:	$122,357 $160,249	N Y

		● GCCA instructional assistants tutor students individually or in small groups to reinforce classroom learning, assist students with interpreting and completing classroom assignments/homework, provide additional instructional materials and support to ensure student success in courses and mastery of subject matter, monitor and report on student achievement in tutoring groups. ● Supplemental support is scheduled before, during, and after class and all day on Friday for ELA, Math, Social Studies, and Science courses. Additionally, afternoon homework labs are built into the master schedule and facilitated by several academic support assistants, so students can drop by without an appointment when support is needed. ● Academic support department helps GCCA students taking any college courses and apex courses needed to complete high school diploma requirements. This outreach may include regular check-ins via email or Remind, progress monitoring, 1:1 tutoring, and/or study groups. ● Dual enrollment with RCC gives GCCA students access to additional 1:1 tutoring and study groups through the community college's Academic Support Department. ● GCCA counselors connect students with the full range of support opportunities offered for college courses, which include the Center for Communication Excellence, CIS Computer Lab, Math Learning Center, Supplemental Instruction and 1:1 Tutorial Services. ● Counselors monitor academic progress of homeless and foster youth.		
3	Access and Individualized Pathways	Provide the following multiple points of entry and opportunities to recover high school credit, earn dual college credit, and promote goal setting, organization, and self-advocacy: ● College and Career guidance courses ● Dual-enrollment program ● Summer school program ● Course extensions ● Credit recovery ● Independent Study ● In-person/virtual simultaneous courses ● Asynchronous course access ●CTE Pathway, access to certificate courses	$79,752	N

		● AA/Transfer Pathway, access to dual enrollment with the opportunity to take courses towards an AA or Transfer Pathway.		
4	Specialized Services	● Conduct all SPED related identification and IEP and 504 plan development as described in charter. Contract with a third-party provider to supplement internal staffing to address all SPED needs. ● The Special Education Coordinator connects SPED and 504 Plan students with the Disability Resource Center (DRC) for academic accommodations and support services for their college courses, including access to adaptive technology to assist students in achieving maximum independence while pursuing their educational goals. Supports available through the DRC include priority registration for college courses, 1:1 or small group tutoring, scribe/notetaking assistance, and a range of adaptive technology software, including Dragon Naturally Speaking talk-to-text software, Jaws screen reader, and Zoom Text screen magnification. Kurzweil 3000 and Read and Write Gold provide a comprehensive suite of supports for struggling students in reading, writing, study skills and test taking.	$164,440	N
5	Student Data Collection and Analysis	● Utilize a Student Information System to analyze data and tailor student interventions. ● Improve institutional effectiveness processes. Conduct data mining analysis to better understand the impact of school programs and identify potential performance gaps.	$77,319	N
6	Faculty and Staff Training	Conduct professional development to improve instruction: ● Assessment, Instruction, and Curriculum Coordinator ● Effective Classroom Management ● Data Driven Instruction ● Culturally Responsive Curriculum ● Effective Strategies for Teaching English Language Learners ● ELD Standards/Lesson Design for Integrated ELD (SIOP Model) ● CA English Learner Roadmap/Teacher Toolkit ● SPED Instructional Strategies ● Academic Support Strategies and Paraprofessional Training ● Positive Behavior Interventions and Supports (PBIS) Tier 1 and 2 ● Addressing the needs of Foster Youth, EL, and Low-Income students	Reference Goal 1 Action 11 $10,000 $109,984	Y N

		● Alternative Education Best Practices ● Social Emotional Supports through Art Therapy and Lifesource ● Professional Learning Communities ● Monthly Teacher Meetings (Mini-PD opportunities) ● Accelerated Learning Strategies ●Active shooter training ●Suicide Prevention Training ●Online Learner Training		
7	Instructional Materials	● Evaluate need and purchase texts, materials aligned to the standards and that are culturally responsive to student's needs.	$89577	N
8	Student Laptops and Internet Access	● Provide a 1:1 ratio of Chromebooks and internet hotspots for all students.	$67,745	N
9	Parent/Guardian Engagement	● Communicate with parents regarding available community resources serving the school, including tutoring, primary health, arts, recreation, and other resources identified. ● Connect students and families to support programs during and beyond the school day for students, families that meet critical needs and support student achievement. ● Disseminate information to prospective families regarding school program and enrollment processes; oversee processes for student enrollment which include conducting school information sessions and distributing marketing and enrollment materials. ● Provide interpreters for all parent/guardian activities and ensure that the school community is aware languages other than English will be accommodated. ● Communicate schoolwide announcements/policies to parents in English and Spanish. Request input from parents through surveys. ● Parent Voices meetings to ensure ongoing input from families. ● Family Community Nights to provide opportunities to build support systems and trust. ● Parent Education Workshops in response to needs and concerns. ● Fall Welcome Week Resource Fair to raise awareness of community partner resources for families and students.	$127,771 $30,342	N Y

		● Open House and End of Semester Showcase Events to engage families. ● Listening Campaigns to gather input via phone/home visits. ● Townhall meeting to include stakeholders about opportunities at GCCA. ● Monthly Gateway Community Advisory Team Meetings (GCAT) made up of school site members from every discipline to collaborate and inform and strategize community school goals and activities. ● Invite parent leaders, students, and community partners to join Gateway Community Advisory Council (GCAC) to inform and strategize community school model goals and activities.		
10	Parent Guardian Access	● Maintain school information system parent portal and ability to translate website to all available languages through web program technology. ● Addition of parent access to Canvas course management system.	Referenced in Goal 1 Actions 3,5 $500	N Y
11	English Language Learner Support	Maintain and further develop EL support program: ● Conduct annual notification to parents ● Identify EL students upon enrollment ● Offer a range of program options that are responsive to the different language and academic needs of various EL profiles and which support English Language Acquisition, including the delivery of a new Newcomers ELD course. ● Continue to coordinate supplementary academic support needed for students to participate successfully in English Learner Mainstream Programs through bilingual instructional assistants. ● Bilingual instructional assistants are available to support Spanish-speaking students before, during and after all high school courses (to preview, interpret and review content). Bilingual instructional assistants are also available to support Spanish-speaking students in college courses needed to complete their high school diploma requirements. ● Provide designated ELD through the newly designed ESL courses at RCC, which are offered at five ELP levels, and focus on building communicative competence in listening, speaking, reading and writing. Students earn college credit for ESL courses.	$362,363	Y

		● Continue to offer and expand on professional learning opportunities provided to instructors on ELD standards, alignment of ELD and CCSS standards, the CA English Learner Roadmap, research based integrated ELD approaches for content area classes, and scaffolded support strategies. ● Review and expand on rigorous, engaging, standards-based curriculum options for content area classes that contain integrated and designated ELD components within each unit of study. ● Collaborate with instructors to develop integrated and designated ELD activities and lesson plans that are connected to units of study for ELA, Math, and Social Studies courses. ● Convene EL Taskforce, including instructional assistants, instructional support coordinator, and a designated English instructor, among others, to monitor effectiveness of EL supports and implement strategies to overcome any challenges the school may encounter in meeting the needs of all ELs. ● Coordinate ELPAC administration annually. ELPAC Coordinator to train an additional staff member as a Summative ELPAC Test Examiner to ensure all ELs are assessed during the full testing window in the 2022-23 school year. ● Conduct reclassification procedures in alignment with current reclassification guidelines. ● Monitor student progress during and after reclassification.		
12	Multi-disciplinary Teams	Weekly counselor meetings are conducted to address student and counseling department needs. Bi-Weekly teacher meetings are conducted to address learning challenges, collaborate on teaching strategies and address any student performance concerns. Weekly SPED meetings between SPED Teacher and Instructional Aide are conducted to address student needs and IEP meetings. Weekly Instructional Aide and Teacher meetings are conducted to address weekly coursework, create a game plan to support struggling students, and create an action plan to support students in the lab. Bi-Weekly teacher and counselor meetings are conducted to develop action plans for struggling students in need of additional interventions, accommodations and support. Monitor and adjust as needed.	Referenced in Goal 1 Actions 1,2,4,11 and Goal 2 Action 1 Goal 3 Action 1	N

Goal Analysis for [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned and actual implementation of the actions for Goal #1.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Through the focused monitoring and support provided by these actions, GCCA students avoided getting behind in their courses and accelerating skills attainment when possible. Regular interdisciplinary meetings and communication allowed staff to intervene early to address student needs. This included in-class supplemental instruction, small group and one-on-one tutoring, counselor interventions to address barriers to success, and access to RCC support services. These strategies were especially impactful to ensure seniors stayed on track to graduation, and EL, foster, Hispanic, and socioeconomically disadvantaged students (ATSI identified) received targeted support. These actions allowed for a significant projected improvement in the school's Dashboard Alternative School Status (DASS) graduation rate and allowed for additional learning opportunities for improving MAP assessment scores. The actions/services provided in Goal #1 provide the staffing and resource structure to build on our early outcomes in this area.

GCCA's continued offerings of program options and individualized schedules allowed students to better engage with school and stay on track to graduation. Students were offered in-person classes, synchronous and asynchronous participation options, independent study, and credit recovery. These expanded options allowed for better participation and success in classes for the 2022-23 school year.

Improvement and expansion of access to technology resources continues to be critical in ensuring every GCCA student has adequate access to all school services. The need for technology resources better suited for delivering on-line services continues to be an important action for keeping students engaged and progressing toward graduation.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The planned goal, metrics and desired outcomes remain unchanged. The following actions/services have been added for 2023-24:

-Newcomers ELD course (Action 11)

-Assessment, Instruction, and Curriculum Coordinator (Action 2)

-Special Education Coordinator (Action 6)

-Increased/Improved parent/guardian engagement (Action 9)

-Increased/Improved parent access to course/grade information (Action 10)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	GCCA students will be prepared for college and career.

An explanation of why the LEA has developed this goal.
Many GCCA students are not accustomed to academic success and may be from families without college backgrounds/experience; therefore, numerous students have not considered college as an option after high school. GCCA provides entry points to students to see college as obtainable and relevant.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 20-21	Year 2 Outcome 21-22	Year 3 Outcome 22-23	Desired Outcome for 2023–24
Dashboard Indicator: 1 Year Graduation Rate	53.8%	68.9%	72.3%	94% (preliminary)	80%
Dashboard Indicator: College and Career Readiness Indicator	9.7%	N/A: Data not published	N/A: Data not published	Pending	50%
Alternative Metric: Dual Enrollment Credits Earned	11.1	11.2	16.08	7.8 (preliminary)	12
Alternative Metric: Positive Transition Rate	N/A: Adopted in 2021-22	N/A	78.2%	Pending	90%
Alternative Metric: Course Success Rate Receive a grade of C or better in all courses taken.	N/A: Adopted in 2020-21	65.54%	68.4%	Pending	75%
A-G Completion Rate	N/A: Adopted in 2021-22	N/A	0	0	TBD

CTE Completion Rate	N/A: Adopted in 2021-22	N/A	0	0	TBD
A-G and CTE Completion Rate	N/A: Adopted in 2021-22	N/A	0	0	TBD
AP Exam Pass Rate	N/A: Adopted in 2021-22	N/A	0	0	TBD

Actions

Action #	Title	Description	Total Funds	Contributing
1	College and Career Preparedness	Conduct "Introduction to College" and "College Success Strategies" courses in which students learn about the systems and resources of higher education, matriculate to the college, develop a preliminary educational plan, gain skills in taking effective notes, study skills for tests, and explore strategies to balance school, work, and family life.	$180,562	N
2	Dual Enrollment Program	Provide access to significant dual enrollment opportunities through a partnership with Riverside City College. Students complete select high school diploma requirements and electives by taking college level courses. All college fees for unduplicated students to be paid by GCCA. Strengthen the alignment between high school curriculum and the college Guided Pathways and Career Technical Education programs at RCC.	$21,000 $109,090	Y N
3	College and Career Transitions	Provide college transition workshops to all 12th grade students and their parents/guardians when appropriate in partnership with RCC representatives from financial aid, the Welcome Center, and academic/career technical education departments. In addition, student services programs such as EOPS, TRIO, Promise Program, RCCD scholarship, Puente, Honors Program and Disability Resource Center are invited to speak to students about the benefits of joining their programs. All seniors develop an educational plan with an RCC counselor to help them stay on track with completing a certificate program, associate's degree or transfer requirements.	$17,450	N

		Promote and support students for pathways in the K-12 Strong Workforce Program for simultaneous completion of a CTE certificate and high school diploma.		
4	Career Exploration and Workforce Readiness	Provide career exploration courses and work readiness skills development activities: ● "Career Exploration and Life Planning" course ● Industry and job market research ● Educational and technical training programs research ● Skills, interest, and personality inventories with Eureka platform ● Interview techniques ● Resume and cover letter ● Conduct college and career exploration tours ● Career Center services (RCC) ● CTE Job Placement Coordinator (RCC) ● Student employment and internships (RCC) ● Formalize partnership with EDD or RCC CTE programs to access work readiness and work experience resources.	Referenced in Goal 2 Actions 1,3 $5000	N

Goal Analysis for [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned and actual implementation of the actions for Goal #2.

In response to the substantial enrolment increase experienced during the school year, two Counseling Technicians were added to the staff and participated in the multidisciplinary team meetings. These new positions enabled GCCA to better meet the needs of our ATSI identified student sub-groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The four actions under Goal 2 continue to work in conjunction to engage, motivate, prepare, and transition students to their post-secondary goals. The required Guidance courses give students an early opportunity to practice successful student skills and to think about their college/career choices. Through the process of creating thoughtful and informed college and career plans, students become more motivated to achieve them. The dual enrollment program further prepares and motivates students by allowing them the opportunity to begin their college and career plans early. Students have access to the broad range of courses offered by RCC and can earn significant credit toward their college goals while also applying those credits toward their high school diploma. For the 2021-22 year, students graduated with an average of 16 college units, with several students completing both their diploma and a RCC Associate's degree at the same time! For 2022-23, we are projecting and average of 7.8 college units earned by the graduating class. Earning dual credit for all college courses accelerates progress toward attainment of both the high school diploma and post-secondary degree/credential. The actions in Goal 2 are effective in preparing and motivating students to succeed in high school and plan for success in the future.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The planned goal, metrics, desired outcomes, and actions within Goal 2 will remain largely unchanged for 2023-24.

Notable changes will be the addition of 2.0 FTE Counselor positions and1.5 FTE Counseling Technician positions. This additional staffing will help GCCA better serve, improve, and expand support for its growing student body.

Bolstering the counseling/student support services available to students will help continued improvements in Goal 2 student achievement metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	GCCA students will be engaged at school.

An explanation of why the LEA has developed this goal.
A major component of helping students get back on track with their education is fostering and engaging school experience. Before students can achieve academically they must feel safe, healthy, motivated, and respected. Through devoting significant resources toward engagement, we expect to see high levels of student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 20-21	Year 2 Outcome 21-22	Year 3 Outcome 22-23	Desired Outcome for 2023–24
Dashboard Indicator: Suspension Rate	0%	0%	0%	Pending	0%
Dashboard Indicator: Expulsion Rate	0%	0%	0%	Pending	0%
Alternative Metric: Attendance Rate *(Shift from seat-based to NCB attendance)	86%	*99%	*98.8%	Pending	90%
Alternative Metric: Adjusted Dropout Rate	N/A: Adopted in 2021-22	N/A	N/A	Pending	TBD
Alternative Metric: Youth Truth Survey Engagement Positive Response Rate	N/A: Adopted in 2020-21	78%	77%	62%	85% Positive Response
Alternative Metric: Youth Truth Survey Academic Challenge Positive Response Rate	N/A: Adopted in 2020-21	79%	87%	77%	85% Positive Response
Alternative Metric: Youth Truth Survey School Culture Positive Response Rate	N/A: Adopted in 2020-21	78%	83%	72%	85% Positive Response

Actions

Action #	Title	Description	Total Funds	Contributing

1	Attendance and Engagement	Strategies to improve attendance/engagement: ● Improve teacher planning and involvement in promoting regular daily attendance ● Incentivize good attendance habits though PBIS Strategies ● Communicate with families effectively through home notifications using integrated school information system software ● Provide timely counselor solution focused interventions including parent involvement when legally allowed (students under 18) ● Track attendance/absence data and interventions including the use of weekly attendance reports. ● Make appropriate referrals for support when indicated by attendance data.	Reference Goal 1 action 5 Goal 2 Action 1 $79,075		N
2	Social and Emotional Support	Strategies to support students' social and emotional needs to enhance full academic engagement: ● Personal counseling sessions through Life Source. Students will be able to see a therapist as needed on campus. ● Wrap around services including needed academic support, mental health services, health care, housing, peer support networks ● Provide programming to empower youth to be educated, promote cultural arts, resilience, and restorative justice to break the cycle of victimization and trauma ● RCC Student Health and Psychological Support Department ● RCC Wellness Workshops ● Homeless and Foster Youth support and resources ● Suicide prevention resources and information for students, parents, and all staff. ● Additional PD opportunities to continue engaging in ways to improve in this area. ●Once a month Art Therapy sessions to boost creativity, supportive environment and safe zones ● Continue partnership with Lifesource to provide individual and family counseling free of charge to students ●Staff trainings on suicide prevention strategies and internal procedures ● Mental Health activities presented in conjunction with the Youth Council to promote school wide messaging.	$22,600 Referenced in Goal 1 Action 2		N Y

| 3 | Campus Culture | School Culture Development in addition to programs identified above:
● Assist students in developing a sense of purpose for continuing their education and pursuing college and career success
● Place new students in small learning communities through Guidance courses.
● Hold student activities and offer resources specific to Gateway students on a regular basis (Student Council events).
● Regularly survey the school community, including students, staff, and faculty on their perceptions of campus climate and positive relationships. Conduct:
● Welcome week (Fall and Spring semesters)
● End of term awards
● End of Semester and "Finish Strong" activities
● Student Council Events and Activities that promote in-person and online engagement including opportunities at RCC and the community
● Expand more opportunities to participate in community contests supporting student work
● Gateway Grad Banquet and Graduation Ceremony
● Tours of various RCC programs including academic engagement centers
● Associated Students of Riverside City College events
●Increased field trip opportunities, including but not limited to the Museum of Tolerance and Cheech Museum.
● Club Wednesdays- creating a space for students to interact with one another through playing chess or other club activities.
●Spring Student showcase, an opportunity for parents to come and see the work being done at Gateway as well as create a space for students to showcase their art with the support of our Youth Council | $13,800

Referenced in Goal 1 Action 9 | N |
| 4 | Nutrition Program | Nutritional Support:
● Provide two meals per day for all students at no cost.
● Provide a snack pantry for all students for daily access to small meals and drinks.
● Provide Family meal bags for students during holiday school closures.
● Expand food and home necessities partnerships through local partners, including new partnership with Panera. | $32,629 | Y |

5	Facilities Maintenance and Safety	Provide welcoming, well-maintained, and safe facilities to conduct programs and promote student engagement and motivation to come to school: ● Police/security ● Emergency planning ● Custodial services ● Facilities/grounds maintenance	Provided in-kind by RCC	N
6	Positive Behavioral Interventions and Supports	● Continued implementation of Positive Behavioral Interventions and Supports (PBIS) for maximizing the selection and use of evidence-based prevention and intervention practices that support the academic, social, emotional, and behavioral competence of all students. ● Continue to assess progress on the Tiered Fidelity Inventory to assess the school's progress. Continue school-wide acknowledgement system with monthly opportunities for students to be recognized for their academic and social emotional growth. ● Continue use of behavior matrix in the classrooms. ● Integration of Tier 2 support for 2023-24.	Referenced in Goal 3 Action 1, Goal 1 Actions 1 and 6, Goal 2 Actions 1 and 3.	N

Goal Analysis for [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between planned and actual implementation of the actions for Goal 3.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences between budgeted and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions for achieving Goal 3 continue to be effective.

GCCA has an attendance/participation rate that is significantly higher than the national average for alternative high schools and has received very positive feedback on its annual student survey.

In the areas of engagement, academic rigor, and school culture, GCCA students responded positively at a higher rate than most California high school students.

The 2022-23 Youth Truth Student Survey results showed continued strength in these areas in comparison to other participating California high schools, but we also saw internal declines in positive ratings in comparison to previous years.

We are also seeing early success in improving student and parent/guardian engagement through our Community Schools grant activities. We expect to increase/improve on this early success to gather more input from our students and parents during the 2023-24 year.

Active monitoring and intervention by counselors make it clear that GCCA expects students to be actively engaged at school and holds students accountable while offering support and opportunities for involvement. A continued focus on fostering positive relationships, feelings of connectedness, and scheduling regular events to celebrate success will allow GCCA to make progress toward achieving Goal 3.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

● Addition of 1.5 FTE Counseling Technicians (Action 1)

● Focus small learning communities in Guidance courses (Action 3)

● Facilities upgrades (flooring, windows, classroom furniture) (Action 5)

● PBIS focus moving to Tier 2 support (Action 6)

● Activities from Goal 1, Action 9 will significantly support the actions/services in Goal 3 (Parent engagement/Community School Grant)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$617,085	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
21.3%	0	0	21.3%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

> • 3.125 FTE Instructional Assistants- $106,881 (benefits not included in this amount)
>
> This action considered the needs of unduplicated students using our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. Broad access to academic support is a major component of the school's actions to support student success. By providing access to academic support during class, after school, and online, GCCA can increase the

likelihood that students will improve their academic skills, successfully complete required courses, and make timely progress toward graduation.

• Increased nutrition support program- Snack Pantry, School Lunch Program, Holiday Meal Baskets-$32,629

This action considered the needs of unduplicated students using our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. Given the number of students at GCCA who qualify for free/reduced priced lunches, it was clear that nutritional support was a necessary action for achieving the student outcomes of the school. Providing free food to students can increase students' ability to focus on their studies and create a more engaging campus climate. Unduplicated students are especially vulnerable to food insecurity, making this action especially important to supporting their achievement.

• 0.72 FTE teacher will be provided to provide English Learner support/instruction- $ 72,306 (Benefits not included)

• 0.38 FTE Assessment, Instruction, and Curriculum Coordinator - $44,643

• Increased Professional Development Budget dedicated on conferences/workshops regarding student group- $ 10,000

While a broad range of academic support is available to all students at GCCA, English Learners require targeted support to acquire English Language Proficiency, while also mastering the content and skills taught in subject area classes aligned with the Common Core State Standards. The following actions and services reflect GCCA's ongoing effort to increase and improve, both qualitatively and quantitatively, the services provided for these unduplicated pupils:

- Identify EL upon enrollment and offer a range of program options that are responsive to the different language and academic needs of various EL profiles and which support English Language Acquisition

-Continue to coordinate supplementary academic support needed for students to participate successfully in English Learner Mainstream Programs through bilingual instructional assistants

-Provide designated ELD through the newly-designed ESL courses at RCC, which are offered at five ELP levels, focus on building communicative competence in listening, speaking, reading and writing, and allow students to earn college credit.

-Continue to offer and expand on professional learning opportunities provided to instructors on ELD standards, alignment of ELD and CCSS standards, the CA English Learner Roadmap/Teacher Toolkit, research-based integrated ELD approaches for content area classes, scaffolded support strategies, lesson design for integrated ELD (SIOP Model).

-Review and expand on rigorous, engaging, standards-based curriculum options for content area classes that contain integrated and designated ELD components within each unit of study.

-Collaborate with instructors to develop integrated and designated ELD activities and lesson plans that are connected to units of study for ELA, Math, Social Studies courses.

- Convene EL Taskforce to monitor effectiveness of EL supports and implement strategies to overcome any challenges the school may encounter in meeting the needs of all ELs.

-Coordinate ELPAC administration annually. ELPAC Coordinator to train an additional staff member as a Summative ELPAC Test Examiner to ensure all ELs are assessed during the full testing window in the 2022-23 school year.

- Conduct reclassification procedures in alignment with current reclassification guidelines, monitor student progress during and after reclassification.

• 2.5 FTE Counselors for intensive academic support and engagement services- $189,174 (Benefits not included)

This action considered the needs of unduplicated students through our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. This action is effective in meeting students' needs because it provides a dedicated counselor who is focused on ensuring these students are staying on track to graduation. The counselor monitors frequently and intervenes as early as possible.

• Dual enrollment program student services fees- $21,000

This action considered the needs of unduplicated students using our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. Fees charged by RCC for access to important student services will be paid by GCCA to ensure there is no barrier to access for foster, homeless, EL, and low-income students. The GCCA dual enrollment program is an effective action for engaging students, accelerating learning, and expediting progress toward graduation via dual credit.

• Community Resource Connections- $25,868

This action considered the needs of unduplicated students through our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. This action is effective in meeting students' needs because it builds upon student/family reported needs during the school intake process. Connecting students/families to resources that can help ease socioemotional and economic needs, they can remain engaged in school and moving toward graduation.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for Foster Youth, English learners, and low-income students are being increased or improved by at least 21.30% by offering the following actions/services:

• 3.125 FTE Instructional Assistants- $106,881 (benefits not included in this amount)

This action considered the needs of unduplicated students using our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. Broad access to academic support is a major component of the school's actions to support student success. By providing access to academic support during class, after school, and online, GCCA can increase the likelihood that students will improve their academic skills, successfully complete required courses, and make timely progress toward graduation.

• Increased nutrition support program- Snack Pantry, School Lunch Program, Holiday Meal Baskets-$32,629

This action considered the needs of unduplicated students using our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. Given the number of students at GCCA who qualify for free/reduced priced lunches, it was clear that nutritional support was a necessary action for achieving the student outcomes of the school. Providing free food to students can increase students' ability to focus on their studies and create a more engaging campus climate. Unduplicated students are especially vulnerable to food insecurity, making this action especially important to supporting their achievement.

• 0.72 FTE teacher will be provided to provide English Learner support/instruction- $ 72,306 (Benefits not included)

• 0.38 FTE Assessment, Instruction, and Curriculum Coordinator - $44,643

• Increased Professional Development Budget dedicated on conferences/workshops regarding student group- $ 10,000

While a broad range of academic support is available to all students at GCCA, English Learners require targeted support to acquire English Language Proficiency, while also mastering the content and skills taught in subject area classes aligned with the Common Core State Standards. The following actions and services reflect GCCA's ongoing effort to increase and improve, both qualitatively and quantitatively, the services provided for these unduplicated pupils:

- Identify EL upon enrollment and offer a range of program options that are responsive to the different language and academic needs of various EL profiles and which support English Language Acquisition

-Continue to coordinate supplementary academic support needed for students to participate successfully in English Learner Mainstream Programs through bilingual instructional assistants

-Provide designated ELD through the newly-designed ESL courses at RCC, which are offered at five ELP levels, focus on building communicative competence in listening, speaking, reading and writing, and allow students to earn college credit.

-Continue to offer and expand on professional learning opportunities provided to instructors on ELD standards, alignment of ELD and CCSS standards, the CA English Learner Roadmap/Teacher Toolkit, research-based integrated ELD approaches for content area classes, scaffolded support strategies, lesson design for integrated ELD (SIOP Model).

-Review and expand on rigorous, engaging, standards-based curriculum options for content area classes that contain integrated and designated ELD components within each unit of study.

-Collaborate with instructors to develop integrated and designated ELD activities and lesson plans that are connected to units of study for ELA, Math, Social Studies courses.

- Convene EL Taskforce to monitor effectiveness of EL supports and implement strategies to overcome any challenges the school may encounter in meeting the needs of all ELs.

-Coordinate ELPAC administration annually. ELPAC Coordinator to train an additional staff member as a Summative ELPAC Test Examiner to ensure all ELs are assessed during the full testing window in the 2022-23 school year.

- Conduct reclassification procedures in alignment with current reclassification guidelines, monitor student progress during and after reclassification.

• 2.5 FTE Counselors for intensive academic support and engagement services- $189,174 (Benefits not included)

This action considered the needs of unduplicated students through our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. This action is effective in meeting students' needs because it provides a dedicated counselor who is focused on ensuring these students are staying on track to graduation. The counselor monitors frequently and intervenes as early as possible.

• Dual enrollment program student services fees- $21,000

This action considered the needs of unduplicated students using our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. Fees charged by RCC for access to important student services will be paid by GCCA to ensure there is no barrier to access for foster, homeless, EL, and low-income students. The GCCA dual enrollment program is an effective action for engaging students, accelerating learning, and expediting progress toward graduation via dual credit.

• Community Resource Connections- $25,868

This action considered the needs of unduplicated students through our annual schoolwide student survey and the counselor facilitated intake/needs assessment completed with every GCCA student. This action is effective in meeting students' needs because it builds upon student/family reported needs during the school intake process. Connecting students/families to resources that can help ease socioemotional and economic needs, they can remain engaged in school and moving toward graduation.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Services for foster youth, English learners, and low-income students are being increased or improved by at least 0% by offering the following actions/services/personnel:

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:18
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19.6

2023-2024 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,723,047	$ 178,178	$ 155,626	$ 165,973	2,222,825	$ 1,856,325	$ 366,500

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Standards Based Instruction	All	$ 278,688	$ 28,237	$ -	$ 32,231	$ 339,157
1	2	Broad Access to Academic Supports and Interventions	Unduplicated	$ 160,249	$ -	$ -	$ -	$ 160,249
1	2	Broad Access to Academic Supports and Interventions	All	$ 70,864	$ -	$ -	$ 51,493	$ 122,357
1	3	Access and Individualized Pathways	All	$ 51,515	$ 28,237	$ -	$ -	$ 79,752
1	4	Specialized Services	Special Education	$ -	$ -	$ 138,176	$ 26,264	$ 164,440
1	5	Student Data Collection and Analysis	All	$ 77,319	$ -	$ -	$ -	$ 77,319
1	6	Faculty and Staff Training	All	$ 63,368	$ 39,731	$ -	$ 6,885	$ 109,984
1	6	Faculty and Staff Training	Unduplicated	$ 10,000	$ -	$ -	$ -	$ 10,000
1	7	Instructional Materials	All	$ 20,000	$ 34,577	$ -	$ 35,000	$ 89,577
1	8	Student Laptops and Internet Access	All	$ 52,000	$ 15,745	$ -	$ -	$ 67,745
1	9	Parent/Guardian Engagement	Unduplicated	$ 30,342	$ -	$ -	$ -	$ 30,342
1	9	Parent/Guardian Engagement	All	$ 127,771	$ -	$ -	$ -	$ 127,771
1	10	Parent Guardian Access	Unduplicated	$ 500	$ -	$ -	$ -	$ 500
1	11	English Language Learner Support	Unduplicated	$ 362,365	$ -	$ -	$ -	$ 362,365
1	12	Multi-diciplinary Teams	All	$ -	$ -	$ -	$ -	$ -
2	1	College and Career Preparedness	All	$ 180,562	$ -	$ -	$ -	$ 180,562
2	2	Dual Enrollment Program	Unduplicated	$ 21,000	$ -	$ -	$ -	$ 21,000
2	2	Dual Enrollment Program	All	$ 109,090	$ -	$ -	$ -	$ 109,090
2	3	College and Career Transistions	All	$ -	$ -	$ 17,450	$ -	$ 17,450
2	4	Career Exploration and Workforce Readiness	All	$ 5,000	$ -	$ -	$ -	$ 5,000
3	1	Attendance and Engagement	All	$ 47,485	$ 31,590	$ -	$ -	$ 79,075
3	2	Social and Emotional Support	All	$ 8,500	$ -	$ -	$ 14,100	$ 22,600
3	3	Campus Culture	All	$ 13,800	$ -	$ -	$ -	$ 13,800
3	4	Nutrition Program	Unduplicated	$ 32,629	$ -	$ -	$ -	$ 32,629
3	5	Facilities Maintenance and Safety	All	$ -	$ -	$ -	$ -	$ -
3	6	Positive Behavioral Interventions and Supports	All	$ -	$ -	$ -	$ -	$ -

2023-2024 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,896,845	$ 617,085	21.30%	0.00%	21.30%	$ 617,085	0.00%	21.30%	**Total:**	$ 617,085
								LEA-wide Total:	$ -
								Limited Total:	$ 617,085
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Standards Based Instruction	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
1	2	Broad Access to Academic Supports and In	Yes	Limited	English Learners and Foster Youth	Gateway College and Career Academy	$ 160,249	0.00%
1	2	Broad Access to Academic Supports and In	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
1	3	Access and Individualized Pathways	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
1	4	Specialized Services	No	Limited		Gateway College and Career Academy	$ -	0.00%
1	5	Student Data Collection and Analysis	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
1	6	Faculty and Staff Training	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
1	6	Faculty and Staff Training	Yes	Limited	All	Gateway College and Career Academy	$ 10,000	0.00%
1	7	Instructional Materials	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
1	8	Student Laptops and Internet Access	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
1	9	Parent/Guardian Engagement	Yes	Limited	All	Gateway College and Career Academy	$ 30,342	0.00%
1	9	Parent/Guardian Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
1	10	Parent Guardian Access	Yes	Limited	English Learners	Gateway College and Career Academy	$ 500	0.00%
1	11	English Language Learner Support	Yes	Limited	English Learners	Gateway College and Career Academy	$ 362,365	0.00%
1	12	Multi-diciplinary Teams	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
2	1	College and Career Preparedness	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
2	2	Dual Enrollment Program	Yes	Limited	All	Gateway College and Career Academy	$ 21,000	0.00%
2	2	Dual Enrollment Program	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
2	3	College and Career Transistions	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
2	4	Career Exploration and Workforce Readine	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
3	1	Attendance and Engagement	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
3	2	Social and Emotional Support	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
3	3	Campus Culture	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
3	4	Nutrition Program	Yes	Limited	All	Gateway College and Career Academy	$ 32,629	0.00%
3	5	Facilities Maintenance and Safety	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
3	6	Positive Behavioral Interventions and Suppo	No	Schoolwide		Gateway College and Career Academy	$ -	0.00%
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2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,222,824.85	$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Standards Based Instruction	No	$ 339,157	$ -
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 160,249	$ -
1	2	Broad Access to Academic Supports and Interventions	No	$ 122,357	$ -
1	3	Access and Individualized Pathways	No	$ 79,752	$ -
1	4	Specialized Services	No	$ 164,440	$ -
1	5	Student Data Collection and Analysis	No	$ 77,319	$ -
1	6	Faculty and Staff Training	No	$ 109,984	$ -
1	6	Faculty and Staff Training	Yes	$ 10,000	$ -
1	7	Instructional Materials	No	$ 89,577	$ -
1	8	Student Laptops and Internet Access	No	$ 67,745	$ -
1	9	Parent/Guardian Engagement	Yes	$ 30,342	$ -
1	9	Parent/Guardian Engagement	No	$ 127,771	$ -
1	10	Parent Guardian Access	Yes	$ 500	$ -
1	11	English Language Learner Support	Yes	$ 362,365	$ -
1	12	Multi-diciplinary Teams	No	$ -	$ -
2	1	College and Career Preparedness	No	$ 180,562	$ -
2	2	Dual Enrollment Program	Yes	$ 21,000	$ -
2	2	Dual Enrollment Program	No	$ 109,090	$ -
2	3	College and Career Transistions	No	$ 17,450	$ -
2	4	Career Exploration and Workforce Readiness	No	$ 5,000	$ -
3	1	Attendance and Engagement	No	$ 79,075	$ -
3	2	Social and Emotional Support	No	$ 22,600	$ -
3	3	Campus Culture	No	$ 13,800	$ -
3	4	Nutrition Program	Yes	$ 32,629	$ -
3	5	Facilities Maintenance and Safety	No	$ -	$ -
3	6	Positive Behavioral Interventions and Supports	No	$ -	$ -
				$ 61	$ -
				$ -	$ -
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2023-2024 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 617,085	$ -	$ 617,085	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Standards Based Instruction	No	$ -	$ -	0.00%	0.00%
1	2	Broad Access to Academic Supports and Interventions	Yes	$ 160,249		0.00%	0.00%
1	2	Broad Access to Academic Supports and Interventions	No	$ -	$ -	0.00%	0.00%
1	3	Access and Individualized Pathways	No	$ -	$ -	0.00%	0.00%
1	4	Specialized Services	No	$ -	$ -	0.00%	0.00%
1	5	Student Data Collection and Analysis	No	$ -	$ -	0.00%	0.00%
1	6	Faculty and Staff Training	No	$ -	$ -	0.00%	0.00%
1	6	Faculty and Staff Training	Yes	$ 10,000		0.00%	0.00%
1	7	Instructional Materials	No	$ -	$ -	0.00%	0.00%
1	8	Student Laptops and Internet Access	No	$ -	$ -	0.00%	0.00%
1	9	Parent/Guardian Engagement	Yes	$ 30,342		0.00%	0.00%
1	9	Parent/Guardian Engagement	No	$ -	$ -	0.00%	0.00%
1	10	Parent Guardian Access	Yes	$ 500		0.00%	0.00%
1	11	English Language Learner Support	Yes	$ 362,365		0.00%	0.00%
1	12	Multi-diciplinary Teams	No	$ -	$ -	0.00%	0.00%
2	1	College and Career Preparedness	No	$ -	$ -	0.00%	0.00%
2	2	Dual Enrollment Program	Yes	$ 21,000		0.00%	0.00%
2	2	Dual Enrollment Program	No	$ -	$ -	0.00%	0.00%
2	3	College and Career Transistions	No	$ -	$ -	0.00%	0.00%
2	4	Career Exploration and Workforce Readiness	No	$ -	$ -	0.00%	0.00%
3	1	Attendance and Engagement	No	$ -	$ -	0.00%	0.00%
3	2	Social and Emotional Support	No	$ -	$ -	0.00%	0.00%
3	3	Campus Culture	No	$ -	$ -	0.00%	0.00%
3	4	Nutrition Program	Yes	$ 32,629		0.00%	0.00%
3	5	Facilities Maintenance and Safety	No	$ -	$ -	0.00%	0.00%
3	6	Positive Behavioral Interventions and Supports	No	$ -	$ -	0.00%	0.00%
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2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ -	0.00%	0.00%	$ -	0.00%	0.00%	$ -	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

  Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> **Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> **Actions for Foster Youth**: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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